

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2020 School Transformation Fund – Implementation</b>		
<b>Program authority:</b>	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant Period:</b>	July 9, 2018 to July 31, 2020	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 29, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>            TEXAS EDUCATION AGENCY            MAY 29 PM 4:49            DOCUMENT CONTROL CENTER         </div>
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> ; (512) 463-2617	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
Athens Independent School District	107-901	Athens Middle School/041		
Vendor ID #	ESC Region #	DUNS #		
	10			
Mailing address	City	State	ZIP Code	
104 Hawn Street	Athens	TX	75751	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Jami		Ivey	Assistant Superintendent of Schools	
Telephone #	Email address		FAX #	
9036776900	<a href="mailto:jivey@athensisd.net">jivey@athensisd.net</a>		9036776908	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Jennifer	N	Risinger	Principal	
Telephone #	Email address		FAX #	
9036773030	<a href="mailto:jrisinger@athensisd.net">jrisinger@athensisd.net</a>		9036772111	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name
Jennifer	N	Risinger
Telephone #	Email address	
903-677-3030	<a href="mailto:jrisinger@athensisd.net">jrisinger@athensisd.net</a>	
Signature (blue ink preferred)		

Title
Principal
FAX #
903-677-2111

Date signed

5/29/18

701-18-112-025

*Only the legally responsible party may sign this application.*

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #1—General Information**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For <b>Partnership Implementation</b> models ( <b>P2 Partnership</b> and <b>IMO Partnership</b> ), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For <b>New School Implementation</b> models ( <b>Reset</b> and <b>Fresh-Start</b> ) and <b>Redesign</b> , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For <b>Reset</b> , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Click and type here to enter response.

Athens Middle School serves a diverse population in both socio-economic status and emotional maturity. Our unique population of students often face emotional and social instability. Our goal at Athens Middle School is to produce well-rounded citizens who can be successful in high school and beyond. We plan to achieve this through several strategies:

1. Initial mindfulness training for staff
2. Social Emotional Learning book studies throughout the school year for students and staff with monthly focus
3. Gratitude journals for staff and students
4. Flexible seating to meet the needs of diverse learners
5. Training for and implementation of Kagan Strategies
6. High interest leveled library to motivate students to read
7. Stipends for Mentor teachers across core subjects
8. Stipends for club and organization leaders

In addition to increased literacy, AMS would like to train staff and students on the importance of mindfulness and social-emotional learning (SEL.) Mindfulness seeks to deepen awareness and concentration which would lead to increased academic time. Research has proven that mindfulness training can offset distractions to meet the needs of our students both socially, emotional and academically. Studies show that if staff or students have divided attention, the learning that occurs is often rote versus a deep understanding of the content which would result in high performance on high stakes test such as STAAR. Starting our classes with consistent reminders to be present allow students reset and focus, again saving instructional time.

Social-emotional learning focuses on the process of students and staff effectively applying knowledge and skills necessary to manage emotions. Studies find that mindfulness reduces feelings of stress and improves anxiety and distress when placed in a stressful social situation. This is a critical coping skill during the middle school years. Students learning to set and achieve goals, show empathy, and maintain positive relationships results in successful adults later on in life. We would use the funds from this grant to not only provide the initial mindfulness training to staff members, but to provide continued training and resources to teachers and students.

The goal at Athens Middle School for the 2018-2019 school year is to implement book studies and campus wide themes, along with the elementary campuses, to create cohesion within the district and foster a sense of community.

AMS will work with elementary staff to focus on one component of SEL each month. Students will deepen their understanding of this characteristic and how to implement it their daily life through literacy. Students will be introduced to a book focused around a specific SEL trait each month and will have this trait infused into their classroom instruction.

Students will receive classroom guidance as well as daily reminders of the trait to increase mindfulness. The collaboration among the campuses within the district will create a common household language. Middle school students can help teach the monthly skills to elementary students, through use of technology, to increase confidence and leadership.

Studies show that students in lower economic homes often do not have access to books or materials to help their students cope socially or emotionally. Students in Athens ISD in grades k-8 will receive books each month to help facilitate these conversations both at home and at school. Funds would be used to purchase the books needed to have students participate in the book studies each month. The books would vary from chapter to picture books to hold student interest and continue engagement. The topics would carry across curriculum to ensure students received a broad understanding of how to apply the SEL for that month to their daily life.

In order to reinforce this mindset, both staff and students will receive a gratitude journal. These journals cultivate an attitude of gratefulness for the little things, leading our staff and students to be happier and more satisfied with their lives. Our expectations would be that every staff member and student would write 3 things in which they are grateful for in their gratitude journal at the start of each day to help them refocus their energy on the positive even throughout the

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challenges they may face.

In addition to the mindfulness and SEL training staff would undergo, classrooms would transform into a place for the 21st century learner to thrive. Flexible seating goes hand in hand with creating an autonomous learner who is empowered in decision making in their classroom. Offering a variety of seating allows students to be comfortable in their space and fosters a trusting relationship between staff and student. These differentiated seating areas provide a sense of ownership in the classroom when students are given a choice of how to best learn. A 2012 study from the University of Minnesota found that students participated 48 percent more in discussions in a classroom with collaborative group seating versus traditional lecture-style seating, and also improved their performance on standardized tests. Flexible seating allows students to quickly and easily pair up, work in small groups, or discuss as a whole class – without moving mountains of heavy desks to establish eye contact.

In order to align ourselves academically with the elementary campuses, staff will undergo training on the Kagan Strategies. While the district has Common Instructional Framework in place, Kagan Strategies furthers the educator's toolbox through cooperative learning strategies that promote communication in the classroom. Research shows that these strategies boost confidence as well as increase engagement in the classroom. Kagan Strategies have a direct impact on both interpersonal and academic skills, helping to build a well-rounded student. Classroom teachers will continue to evolve through PLCs focusing on increasing engagement and increasing literacy skills across the curriculum. Our staff will receive training once a week in Kagan and SEL/mindfulness strategies to make sure that we are utilizing them with fidelity and continuing to make an impact with them throughout the year..

In order to pique student interest, Athens Middle School will create independent reading libraries geared towards middle school students and varying in readability to meet our students' needs. Students will have access to a variety of print through technology that includes graphic novels, anthologies, and current events. The students will be able to access these texts in their classroom, as well as the campus library to increase reading across the campus. Our goal is to provide current and high interest reading material to foster a love of reading among our students.

We also feel as though Athens Middle School would greatly benefit from the addition of Mentor Teachers. Each grade level would have one Reading and one Math mentor teacher. Mentor teachers can provide invaluable help to new teachers as well as train them in the Athens ISD culture. These mentors would be experienced, patient, knowledgeable veteran teachers who are selected and trained to guide new teachers and those on their team needing additional guidance. They will also guide the new teachers with curriculum, teaching strategies, successful scheduling, and communication skills. They can also provide suggestions on improvements that their teammates can make. New teachers can turn to their mentors for support when times are tough and seek advice. Through this grant, we would offer a stipend for the mentor position to those well experienced teachers.

In addition to the mentor stipends, stipends for club and organization leaders would be offered as well. Students involved in a club or extra curricular activity feel a sense of belonging. Clubs and organizations offer students a way to plug in and practice the SEL mindfulness that is being taught in classes with their peers. By providing a stipend for teachers who are willing to sponsor a student organization, AMS will grow in programs that students can identify with and belong to.

In conclusion, Athens Middle School will increase academics as well as emotional well being through the variety of strategies mentioned above. Teachers will not only ignite the love for learning through comfortable environments for students to thrive but teach them invaluable coping skills to survive day to day life as adults.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020

Fund code: 211

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$25,000	\$	\$25,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$	\$20,000
Schedule #9	Supplies and Materials (6300)	6300	\$150,000	\$	\$150,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$37,841	\$	\$37,841
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$232,841</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	13		\$25,000
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$

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9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15				
16				
17				
18				
19				
20				
<b>Other Employee Positions</b>				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$25,000</b>

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$
2	Kagan Instructional Strategies training	\$10,000
3	Social Emotional Learning training including mindfulness	\$10,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$20,000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$20,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$150,000
<b>Grand total:</b>		<b>\$150,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 107-901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	Scholastic	N/A	N/A	\$15,000
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19	Flexible Seating Stability balls	100	\$19.98	\$1,998
20	Portable lap desk	100	\$25.00	\$2,500
21	Active Learning Stool	50	\$65.00	\$3,250
22	Bouncy Bands for desk	100	\$14.95	\$1,495
23	Empire Chairs	25	\$70.00	\$1,750
24	Wobble Cushions	50	\$16.95	\$848.00
25	Standing Desk	50	\$220.00	\$11,000
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$37,841</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	514	73%	
Limited English proficient (LEP)	166	24%	
Disciplinary placements		%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	22	43%	
6-10 Years Exp.	7	17%	
11-20 Years Exp.	6	14%	
20+ Years Exp.	7	17%	
No degree	0	0%	
Bachelor's Degree	36	88%	
Master's Degree	5	12%	
Doctorate	0	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							220	225	225					670

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							12	12	12					36

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 107-901

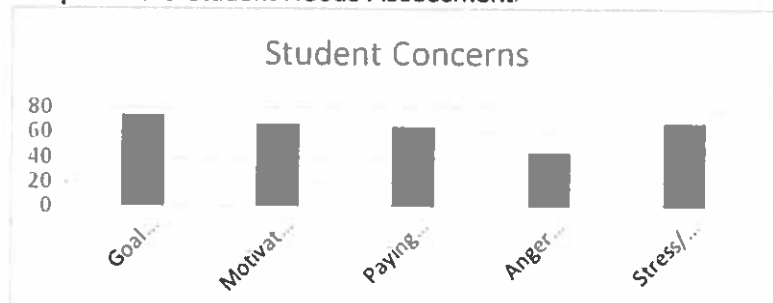
Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Athens Middle School (AMS) is currently identified as a "Focus School" for the 2017-2018 school year. This campus continues to make improvements. In 2015, it was labeled "Improvement Required" (IR), but transformation needs to continue in order to propel this campus to academic excellence.

Both the district and campus gather input from stakeholders throughout the year using surveys and meetings. Raising test scores has been a priority since AMS was labeled IR. Given the recent school shootings, parents, staff, and community members would like to see our district focus on building the emotional well-being of our students. Research shows a strong connection between mindfulness practice and improved test scores. A study from the University of California Santa Barbara showed that a two-week training increased students' reading comprehension scores, working memory and attention (Goldstein, 2013).

Other areas of concern from the the AMS Student Needs Assessment are goal setting, motivation, paying attention, anger management, and stress/anxiety. AMS serves approximately 700 students. One hundred and ninety-nine students completed the Student Needs Assessment.



A continued need at the campus level is for guidance curriculum and resources that help to combat these middle school struggles. More changes in the structure and function of the brain occur during adolescence than during any other developmental stage (Steinberg, 2011). Students need guidance and practice to develop the social emotional knowledge and skills that are necessary to support optimal brain development for academic success, decision making abilities, and mental health.

Campus will host leadership meetings with mentor teams to discuss campus needs and increase communication forums. This will decrease issues at campus level as there will be a team devoted to problem solving campus issues each month or as they arise. Allowing staff and student voice at these leadership meetings will increase a sense of community and better the campus.

**References**

- Goldstein, E. (2013). Teens get more than higher test scores with mindfulness. *Mindful*. Retrieved from <https://www.mindful.org/teens-get-more-than-higher-test-scores-with-mindfulness/>
- Kim, H. (2013). Exercise rehabilitation for smartphone addiction. *Journal of Exercise Rehabilitation*, 9(6), 500-505. Doi:10.12965/jer.130080

Steinberg, L. (2011). Demystifying the adolescent brain. *Educational Leadership*, 68(7), 42-46.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased test scores	Kagan Strategies will increase student interaction as well as classroom engagement. Book studies will increase student literacy rates. The mentor program will provide best practices for classroom teachers. Flexible seating will allow student choice in where the student learns. SEL will increase self regulation allowing student focus to be on academics.
2.	Decrease in office referrals and the number of students placed in the District Alternative Education Program.	SEL will provide self monitoring tools to remove themselves from potential situations that could arise in disciplinary action. Mindfulness and gratitude will help students reframe and focus their energy towards the positive. Flexible seating will allow students to learn in an environment that best suites them.
3.	Increase DRA scores of identified low readers.	Increasing the amount of high interest titles in the library as well as within the classroom will encourage struggling readers. The mentor program will provide support to new or struggling teachers when it comes to the RTI process as well as tips for differentiated learning. Providing copies of the books to the students will increase the amount of printed books the students have access to at home. This will also encourage conversations at home as well as allow parents to be an important part of the education process.
4.	Increase in students' perceived ability to set goals and monitor motivation level.	SEL will help students focus their energy on beneficial tasks. Gratitude journals will center students and staff allowing them to reflect on positive parts of their journey.
5.	Decrease teacher turnover and retain highly qualified and quality teachers.	Using the mentor program, staff will have additional support in/outside the classroom to help with teacher burnout and provide an outlet to new teachers. Fostering new to district teachers in the Athens' way will allow campus administration to focus on academics rather than hiring.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Kagan Instructional Strategies	Two of three elementary campuses have been trained in Kagan Strategies. In order to increase cohesive structures, Athens Middle School along with the third elementary will complete Kagan training. Trainers will be from the company. The district has common language using the Common Instructional Framework; however, using Kagan will deepen the alignment and ease the transition into middle school.
2.	Social Emotional Learning Training	District will work with Region 10 service center to coordinate a series of trainings using presenters they have relationships with to fully train Athens Middle School staff on SEL and the benefits in the classroom.
3.	Athens Middle School Admin team	The administration team at Athens Middle School will manage the plan while being overseen by the district office. Each member of the team will be in charge of an aspect of the plan. The counselors will be instrumental in SEL guidance lessons and supporting the teachers' needs within the classroom. Principal and assistant principals will oversee the Kagan Instructional strategies as well as the flexible seating to be monitored during classroom evaluations and walkthroughs.
4.		
5.		
6.		

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Train staff on Kagan Strategies to align campuses and increase engagement	1. Kagan training occurs in August.	08/07/2018	06/01/2020
		2. Kagan Strategies will be revisited during weekly PLCs.	08/07/2018	06/01/2020
		3. Kagan Strategies will be monitored in classroom walkthroughs and observations.	08/20/2018	06/01/2020
		4. Evaluate effectiveness of strategies mid year	08/20/2018	12/14/2018
		5. Evaluate effective of strategies at end of year	03/01/2019	06/01/2019
2.	Train staff on Social Emotional Learning to increase awareness and meet the needs of our students.	1. SEL training occurs in August.	08/07/2018	06/01/2020
		2. Staff and students will receive gratitude journals to be used daily.	08/07/2018	06/01/2020
		3. Monthly theme/book will be presented at the beginning of each month.	08/20/2018	06/01/2020
		4. Evaluate effectiveness of theme/book each month	08/20/2018	06/01/2019
		5.		
3.	Flexible Seating in the classrooms to maximize classroom environment for all to thrive.	1. Purchase flexible seating	08/07/2019	09/15/2018
		2. Evaluate student use during walkthroughs/classroom observations	08/20/2018	06/01/2020
		3. Evaluate effectiveness of seating mid year	08/20/2018	12/14/2018
		4. Evaluate effective of seating at end of year	03/01/2019	06/01/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Train staff on mindfulness to empower staff and students to reset when needed.	1. Mindfulness training occurs in August.	08/07/2018	06/01/2020
		2. Mindfulness training will be revisited during weekly PLCs.	08/07/2018	06/01/2020
		3. Mindfulness training will be monitored in classroom walkthroughs and observations.	08/20/2018	06/01/2020
		4. Evaluate effectiveness of strategies mid year	08/20/2018	12/14/2018
		5. Evaluate effective of strategies at end of year	03/01/2019	06/01/2019
5.	Increase student access to literacy by building classroom libraries with high interest materials.	1. Purchase books in varying levels to support the content/student need.	08/07/2018	06/01/2020
		2. Introduce monthly book and theme that students will read at school/home. Students will keep books.	08/07/2018	06/01/2020
		3. Evaluate libraries/content at end of year	03/01/2019	06/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
6.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX

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	3.		XX/XX/XXXX	XX/XX/XXXX
	4.		XX/XX/XXXX	XX/XX/XXXX
	5.		XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Athens Independent School District monitors progress through the district's Strategic Plan. Campus needs assessments are based on the broader goals from the AISD Strategic Plan which is approved by the School Board Trustees, community members, and staff. Needs assessments are collected throughout the year, along with state data, to highlight the needs that will be addressed. A large committee meets and discusses the needs and changes necessary to improve prior to passing each area to an administrator within the district who will lead a group of staff, community members, and parents to get all stakeholder feedback. These leaders then present to the original group who approves each strand prior to getting School Board approval. Throughout the year, administrators from each campus present data to the directors and School Board correlating each piece of information back to the Strategic Plan. The Strategic Plan is evaluated annually with all stakeholders. The committee decides whether to continue with the plan, make changes, or discontinue.

The plan at Athens Middle School is aligned with the current needs assessment and state data. The plan will be monitored by district level staff while being managed at the campus level. Constant communication about the progress of the plan will be communicated between the campus principal and the assistant superintendent of schools. Changes that need to be made will be discussed at the district and campus level. Campus will communicate any changes to the staff in the normal modes such as staff meetings, emails, group reminders, and leadership team meetings. Parents will receive information about the campus initiatives at the beginning of the school year during a back to school seminar. Parents will track progress using campus social media, campus newsletters, call outs, community newspaper, and student group reports.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the District Strategic Plan, Social Emotional Learning is a focus of the district over the next two years. Grant funds will help propel Athens Middle School into implementation on a larger scale. Grant funds will ensure students are able to have differentiated material based on the character trait each month. Students will be able to have conversations with their younger siblings who will be studying the same SEL trait that month. This will not only strengthen the sense of community within Athens, Texas but will help produce well-rounded citizens that are prepared for the real world.

Part of ensuring that we are meeting the students emotional and academic needs is creating comfortable, innovative classrooms that increase engagement and passion for learning. The district has started this process through grants and bond funds; however, additional grant funds would allow Athens Middle School to reset and introduce students back after summer break to refreshed environments they can take pride in.

As we have seen in recent media reports, students' emotional well being needs to be a priority. The district/campus will continue these initiatives to meet the changing needs of our world regardless of grant funds; however, grant funds would ensure the campus has the materials needed to fully train the staff, refresh the classrooms and libraries, and focus on social emotional well being of the students while integrating literacy.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monitor Discipline & Attendance	1.	Decreased office referrals
		2.	Increased positive student/teacher relationships
		3.	Improved attendance for historically truant students
2.	Monitor Student Achievement	1.	Improved performance on classroom assignments/assessments
		2.	Increased DRA levels of identified struggling readers
		3.	Improved performance on Reading STAAR
3.	Survey Teachers & Students	1.	Decreased off-task behaviors
		2.	Increased positive relationships and responses to stressors
		3.	Improved school culture and unity
4.	Conduct Classroom Walkthroughs	1.	Increased engagement
		2.	Kagan strategies being used to increase collaboration
		3.	Focus on book studies and literacy libraries
5.		1.	
		2.	
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At a campus level, Athens Middle School will monitor the progress of this project through discipline and attendance data, teacher and student input, and classroom walkthroughs. Discipline and attendance data will be obtained through Skyward reports and teacher discipline/parent contact logs. These reports will be monitored on a monthly basis, and action will be taken to correct problems with the project design. AMS Administrators will conduct frequent walkthroughs focusing on engagement, collaboration, and implementation of required project components. Classroom walkthrough data will identify implementation concerns in each classroom.

Student-level data will be crucial to monitoring the success of the program. At a student level, the project will be monitored through discipline and attendance data; student grades, unit test data, and DRA levels; surveys and conversations with teachers and students. Data will be obtained from Skyward, DMAC, teacher records, and informal conversations with staff and students. Because STAAR data can only be monitored at the completion of the school year, benchmark testing will be used to monitor progress toward improved STAAR performance.

Correction of project implementation concerns at a campus level will be done through weekly follow-up PLC trainings and one-on-one conversations with staff members as needed to ensure the project is consistently implemented with fidelity.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Statutory Requirement 1a:** Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Athens Middle School is identified as a 2017-2018 Focus School. The campus has made changes based on the latest accountability and projects positive gains on the 2018 STAAR test; however, literacy continues to be a district priority. The campus leadership team meets with the district leaders monthly to discuss progress and changes needed. The assistant superintendent will work closely with the campus administration to continue to evolve and produce positive results. District leadership visits Athens Middle School classrooms often for walkthroughs, evaluations, and meetings to see how the district office can support each classroom teacher. Teachers are surveyed and support looks different for each classroom based on student need and teacher style. The district will continue to monitor the implementation plan at Athens Middle School through meetings, reports to all stakeholders, presentations to the community, and progress on the Strategic Plan.

By offering a mentor program for new and struggling teachers, we provide needed training to ensure retention of quality teachers who are supported. Having a mentor increases teacher effectiveness and lowers teacher burnout by providing needed support and experience.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to increase parental involvement and communications within our community, book studies will occur both in the classroom and at home. Campuses will align SEL topics to ensure common language can occur in the homes among siblings.

Increasing the amount of student organizations and clubs will allow more opportunities to participate in extra curricular activities. These clubs will also serve the Athens community which will increase a sense of community.

Current plan supports the needs of our Title 1 population. District will continue to follow improvement plan as well as evaluate the plan during implementation. If changes need to be made, the district committee will discuss needed changes and communicate to all necessary parties. Leadership teams and communication forums will allow staff and student voices during this time of change if needed.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Statutory Requirement 1c:** Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to best train our teachers on Kagan Strategies, we will partner directly with certified trainers from Kagan to provide a workshop to AMS staff. We would start with the basic cooperative learning training to provide a foundation for all other trainings. Staff would learn a range of structures, the four basic principles of cooperative learning, and the seven keys to successful implementation. The basic training would be tailored for secondary teachers and then spread throughout the year for coaching on improvement and fidelity. A Kagan Certified National Trainer would also work with teachers and instructional specialists to integrate structures into lessons. This would be done in small groups with like content or grade levels.

Athens ISD will work with Region 10 service center to coordinate a series of trainings using presenters they have relationships with to fully train Athens Middle School staff on SEL and the benefits in the classroom. We would follow the recommendations of the presenters for a training schedule. These strategies would be communicated to students through guidance lessons and our monthly book studies. Teachers would receive additional trainings through PLC.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Statutory Requirement 1d:** Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Athens Middle School currently uses federal, state, and local resources to introduce new instructional strategies, purchase classroom furniture, and buy the needed materials for the students or classroom. Grant funds would allow immediate implementation of character education, ensuring each student had their own copy of each book as well as campus training that will cultivate a culture of understanding and responsiveness. Funds would also be used to transform the classrooms into refreshed learning spaces to start the year reenergized. Additional funds outside of the regularly provided would allow Athens Middle School to transform the culture and climate by training staff on SEL/mindfulness strategies.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Statutory Requirement 1e:** Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order for Athens Middle School to implement this program successfully, we will train our teachers and staff strategies that allow our students to use learned coping skills to improve upon their social-emotional learning.

AMS has had success using cool-down cards with a select group of students. Cool-down cards allow a student the opportunity to remove himself or herself from a situation or classroom when the student feels overwhelmed with stress. Whereas traditional practices might have this student sent to the office to sit and wait to speak with an administrator, our own data has shown these students, through the use of their cool-down cards, have spent less time out of the classroom thus gaining more instructional time. Due to the fact that each student is only given a couple of cool-down cards, they are learning coping skills that help them prioritize when to use a card and when to remain in class.

Unfortunately, the students that need our help the most are typically viewed as out of control, disrespectful, and often spend a large portion of time out of the classroom due to disciplinary incidents. A recent book study of Dr. Ross W. Greene's "Lost At School" has given AMS a new strategy in our toolbox to work with these students. Dr. Greene refers to this strategy as Plan B. Plan B uses an ALSUP, Assessment of Lagging Skills and Unsolved Problems, to pinpoint why a problem is occurring and the specific situations in which it occurs. This leads to conversations with the student that allows the student ownership with his or her own difficulties. Plan B is a relationship building process that involves skills such as empathy and reflective listening. This strategy was used with a handful of students at AMS the latter part of the school year with success, and AMS plans to move forward with this strategy by training teachers and staff how to use Plan B.

Flexible seating is another non-traditional strategy that will help enable full and effective implementation of our plan. Flexible seating allows students choice which fosters learning through student ownership. Traditional desks in rows seating can make students territorial or possessive of their space whereas flexible seating encourages students to share space and supplies. Flexible seating also allows for easier collaboration. Students can quickly pair up, work in small groups, or discuss as a whole class. Most importantly, a flexible seating classroom can become a student-led classroom as opposed to the traditional teacher-led "sit and get" classroom.

By having mentors in key positions among each grade level, Athens Middle School would ensure that best practices were being implemented across all classes. These teachers would meet with their colleagues regularly, offering experienced advice and assistance to new and struggling teachers. By training teachers in best practices, we hope to retain quality teachers who are effective in the classroom.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Social Emotional Learning is a widely researched, evolving topic in education currently. The campus will stay on top of the latest research and align campus practices with strategies proven to be successful. The campus will also communicate with Region 10 and its affiliates to contract assistance and campus visits to continue to meet the needs of our learners and staff.

Kagan Strategies and increased access to high interest literacy will increase engagement and participation within the classroom. Students will interact with their peers in order to collaborate in group work, scaffold their learning, and take ownership of their education process.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**TEA Program Requirement 1a:** Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Partnership Implementation**☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☐ Talent Transformation Model☒ Redesign**For TEA Use Only**

Changes on this page have been confirmed with:

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**TEA Program Requirement 1b:** Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research has shown that mindfulness leads to a deepened awareness and increased concentration which results in increased academic time. Focusing on mindfulness helps all stakeholders, students, teachers and parents. This training will allow all parties to deal with the daily emotions of being overwhelmed, busy, rumination, and help self regulate. Increasing mental muscle brings focus back where the individual would want it, which would be academics in the classroom. Increasing compassion in our middle school would help the transition between elementary and middle school as well as help combat the issues that arise with peers and social media. Increasing student resilience also helps prepare students for high school as well as the real world. With these tools, students academics will continue to improve.

Social Emotional Learning helps students self regulate and cope with daily stressors which will also lead to more time in the classroom focusing on academics. Teachers and staff will continue to build good rapport with students while focusing on character traits that help make students more successful both academically and emotionally. Increased academic time as well as positive staff to student relationships will positively impact student achievement. These coordinated strategies help bring cohesion among the campus which would increase academics.

Staff and students will focus on gratitude throughout the year positively impacting the campus culture. Shared responsibility among staff and students will also help build a sense of community and Hornet Pride. Having journaling be a part of the daily routine at Athens Middle school helps create a routine of being thankful. Research by Dr. Robert Emmons and Dr. Jeffrey Froh show that keeping a gratitude journal helps students achieve higher grades, set higher goals and create a sense of community.

Flexible seating allows students a sense of empowerment by having choice to some degree on where they learn the best. Flexible seating allows students to move which increases oxygen to the brain which helps keep their minds alert and focused. Flexible seating allows students to find their best spot to remain calm and productive while building a sense of community within the classroom. Flexible seating also allows students to pair up and collaborate with ease. Creating environments where students are comfortable and have the flexibility to change and move will increase time on task resulting in higher academics.

A mentor program among teachers provides an opportunity to grow teachers in the Athens ISD way. Selecting teachers who have proven excellence in their field to guide new hires and struggling teachers will ensure teacher resilience. This support ultimately benefits all stakeholders by ensuring teacher have the needed tools and guidance to be successful in the classroom.

Navigating middle school in this ever changing world is difficult for students who struggle to find a place to belong at school. After school clubs offer students an outlet in a low-stakes environment to connect with staff and other students. This allows our students to grow their social network in the school by interacting with other students and staff members they may not have otherwise had exposure to. The relationships formed in these clubs allow students to feel like an empowered community member of our school. A sense of belonging will increase academics and create a positive culture among staff and students.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Athens Independent School District operates with the best interest of the student in mind at all times. The school district strives to put individuals in leadership roles who will increase productivity at each level. Central Administration serves as a support system and focuses their time and efforts on critical functions of campus accountability and the necessary components to increase that area. Campuses are given autonomy while operating under the district Strategic Plan and shared vision. All components of this grant plan are aligned with the district Strategic Plan. Implementation of this plan will continue to be student focused. Funds from this grant will be used to strengthen the campus capacity to implement the portions of the Strategic Plan as outlined above.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district undergoes a lengthy process through strategic planning which allows voice from over 100 individuals varying from parents, community members, campus and district level staff as well as students. Prior to approving the strategic plan, meetings are held with each strands leadership committee to get feedback and change as needed. All portions of this plan align with the district strategic plan, the vision for Athens ISD, as well as the voice of the community.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This plan will be managed at the campus level with support from the district office. The assistant superintendent, along with other district level staff, will continue campus visits, walk throughs and classroom observations to ensure implantation and positive progress is visible. The assistant superintendent has been a secondary principal and continues to focus on the needs at the campus level. The assistant superintendent was the leader at Athens High School and has implemented many improvement plans at the campus level to help Athens High School receive accolades. As a leader who knows the population as well as the level of academics needed to be successful at the next level, the assistant superintendent will work closely with the middle school staff to ensure plan is implemented with fidelity and the necessary support is provided.

**For TEA Use Only**

Changes on this page have been confirmed with:

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By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

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By TEA staff person:

B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

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By TEA staff person:

	programs/activities			
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By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
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E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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